

How do we best prepare the ESL pre-service teacher? QUT perspectives

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Overview

- BEd Primary education
 - a range of pathways for learning about EAL/D education
 - examples of embedded content
- BEd Secondary education
- Master level education
 - Changes to course and unit structures
- Struggles and strategies
- Suggestions and comments most welcome.

EAL/D: A range of pathways for primary teachers

- **Core units with EAL/D content**
 - Culture Studies II: Indigenous Education (English as an Additional Language/Dialect)
 - English Curriculum Studies 1
- **English as an Additional Language minor**
 - Studies in Language
 - Teaching English as an Additional Language
 - The Global Teacher
 - English as an Additional Language Curriculum Studies 1
- **Other elective options**
 - Teaching English as an Additional Language
 - This unit is one of four electives in three of eleven minors.
 - Studies in Inclusive Education minor
 - English as an additional language minor
 - Literacy minor
 - This unit can be taken as one of three electives selected by students who do not wish to take a minor.
 - Grammar in the Classroom: Theories and Pedagogies
 - This unit is an elective in the Literacy minor

Reader factors in the Australian Curriculum: English

- They are in the *Literacy* strand and the *Interpreting, analysing, evaluating* sub-strand.
- Here is a sample content descriptor. It has been taken at random from Year 3.
 - Use **comprehension strategies** to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features. (ACELY1680)
- After/before the lecture you might like to check this content descriptor out and look at the elaborations. Which strategies do the elaborations suggest? Use the list of comprehension strategies in T10 Ch 8 or TCG12 Ch 9 to help you.

Reader factors in the *EAL/D Annotated Content Descriptions English*

- Use comprehension strategies to build literal and inferred meaning, and begin to evaluate texts by drawing on growing knowledge of context, text structures and

Check this out: ACARA (2012): 31
(2000)

- Inferences are made through an assumption of cultural knowledge, or through an understanding of a range of vocabulary (for example good synonym knowledge), or from the use of reference words, or through literary devices such as metaphor
- **Provide EAL/D students with specific instruction in all these language features to access meaning in texts.**

CLB007, Wk 3 2013

Planning for EAL/D learners in an English unit

The scenario

- You are teaching a Year 6 class. Your English unit is built around an *investigation report*. At the end of the unit every student will produce their own investigation report. In your class you have a student, named Atida. She:
 - Has been in Australia for 4 years
 - Entered school at the conventional age and has enjoyed uninterrupted schooling
 - Is beginning to use past tense verbs but sometimes over-generalises the verb endings
 - Speaks Thai as a first language. Thai has no inflected forms. For example, a single word, *pay*, means *go, goes, went, was going, has gone, is going, will go, would go* and so forth. Thai speakers rely on situation and context to disambiguate time meanings. Accordingly, verb inflections present a formidable obstacle to Thai learners, and many use the unmarked base form of the English verb rather than attempt the correct but more difficult form (Smyth, 2001).

Case study for planning assignment

- Hill Top School is a lower middle class suburban school that has a population of 623 students from a variety of backgrounds. The school is located near a large teaching hospital. Doctors from around the world come to the hospital to complete a two year training programme and their children attend Hill Top during their stay in Australia. Additionally, there are a large number of refugees from the Sudan and Burma attending the school which adds to its cultural and linguistic diversity.
- Your class of 28 students includes many students who speak Standard Australian English fluently and who do not have any reading disabilities. It also includes two students who have recently arrived from Burma, Mya and Than. These students entered the school on arrival in Australia; they have not attended an English-language school before. They have some literacy skills from their schooling in Thailand. However, their English language skills are at an early stage of development...

Units and assessment: BEd Secondary

ESL as curriculum area since late 1990s

- 3 units over 3 years
- **Unit 1 (Year 2):** SLA theories; ESL learner pathways in secondary schools; basic lesson planning. Assessment: Essay on theory + 2 lessons designed to use scaffolding
- **Unit 2 (Year 3):** Grammar knowledge and teaching models; explicit instruction; error correction; CLT. Assessment: Grammar test; recommending language awareness lessons for non-ESL content teachers
- **Unit 3 (Year 4):** QCAA English for ESL Learners Senior syllabus – syllabus requirements with exemplars of work. Assessment: Unit of work based on the ESL Senior Syllabus with presentation drawing on unit content.

CLN612 Principles of second language methodology (2010)



- One of two compulsory TESOL units
- 11 TESOL & TEFL units available
- 28 students
- All internal
- Large Chinese cohort
- Focus on L2 teaching theory and links to practice
- All practising teachers or academics

LCN638 Theory and practice of second language teaching and learning (2014)



- Only compulsory unit available
- TEFL discontinued
- 5 TESOL units available; all effectively now core units
- 64 students
- 28 internal; 36 external
- Focus on SLA theory; L2 pedagogical theory and links to practice
- Professional profiles: mainstream primary, secondary & tertiary teachers; LOTE (Japanese, French, Indonesian); ESL teachers; EFL teachers; volunteer tutors; non-teachers

Unit objectives and assessment: MEd TESOL

Objectives:

- Emphasis on distinguishing MEd from BEd: gaining knowledge of theories of acquisition and learning, and making the link to practice

Assessment:

- **Assessment 1A (30% - 1500 words):** Teaching sequence → Context → Literature review → Rationale/explanation of practice
- **Assessment 1B (20% - 1000 words):** Teaching sequence → Unassessed presentation → Reflection and improvements to teaching sequence/practice
- **Assessment 2 (50% - 2500 words):** Context → Problem/innovation in practice → Literature review → Solutions and possibilities for implementation in practice

Other changes at QUT

- Culture Studies 2: EAL/D – all pre-service teachers from 2015-2016
 - Key foci: content area language awareness; classroom discourse; SAE and other EL varieties in Australia.
- MTeach: Replaces Graduate Diploma. Will include one unit directed at action research on an ESL-related issue. Based on practicum experience. Fighting for more ...
- ESL and LOTE as curriculum areas to be phased out, along with business and Film & TV. UQ and GU to continue with LOTE.

Struggles

- U/G and pre-service:
 - Lack of experience with and recognition of difference
'In a crowded street in an Australian city, you don't see any Australians walking down the street'.
 - Limited toolkit of pedagogical approaches, methods and techniques.
- P/G and in-service
 - Difficulty with the concepts and terminology for explaining practice: Unable to recognise and articulate excellence and/or identify and fix problems.

Strategies: U/G

- Building world knowledge and understanding of concepts
 - Example: What is globalisation and how does it relate to you as a pre-service teacher?



*Globalisation:
You're living it!*



- Let's talk about teaching
 - Gradual release approach: I do; we do; you do; designing and managing groups; questioning techniques; voice as technology

Strategies: P/G

- Building concepts and associated metalanguage:
 - articulating pedagogical objectives and approaches and teaching methods and techniques: modelling and drilling + mechanical practice + focus on spoken form = precursor to meaningful and communicative practice = audiolingual method.
- Becoming language aware
 - The difference between ‘to spear’ and ‘to stab’
 - The difference between ‘I went to Paris’ and ‘I have been to Paris’
 - What is L2 listening and how should I best teach it to my particular learners?

